Tutor Training Part 1: Self-Paced

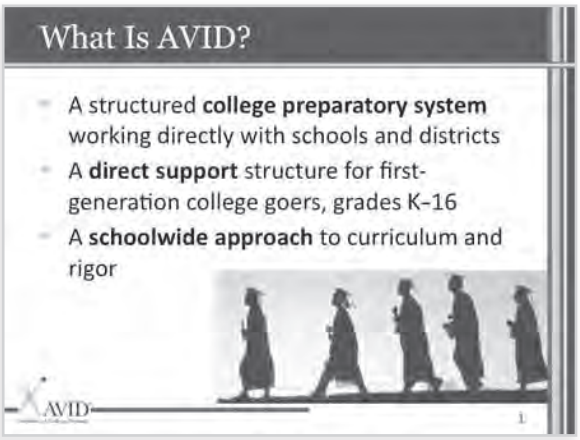
Handout Packet

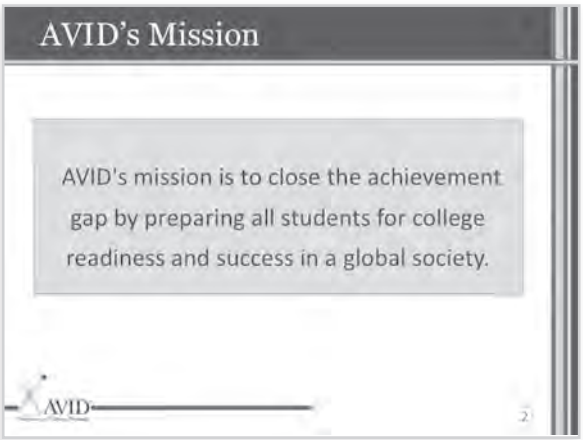
1.1: The AVID College Readiness System

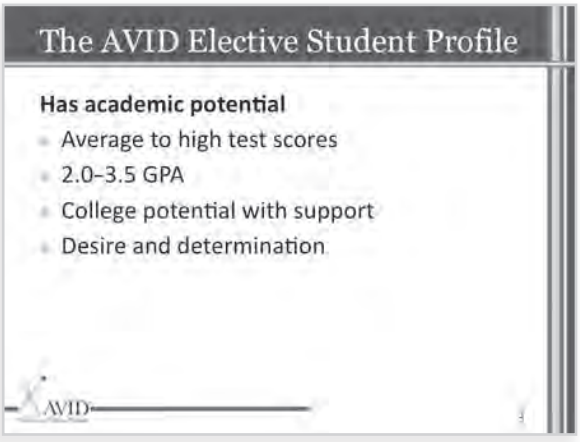
AVID System: Note-Taking Guide

(These slides are available on the MyAVID file share.)

Directions: Take notes on the lines provided about the AVID College Readiness System.







The AVID Elective Student Profile

Meets one or more of the following criteria:

- First to attend college
- Historically underserved in four-year colleges
- Low income
- Special circumstances

4

A Sample Week in the AVID Elective

Daily or Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
AVID Curriculum	Tutorials	AVID Curriculum	Tutorials	Binder Evaluation Field Trips Media Center Speakers Motivational Activities (within block)
Combination for Block Schedule		Combination for Block Schedule		

Curriculum:

- Writing
- College and Careers
- Strategies for Success
- Critical Reading

Tutorials:

- Collaborative Study Groups
- Writing Groups
- Socratic Seminars

5

WICOR

Writing

- Writing process (prewrite to final draft)
- Respond, revise
- Edit, final draft
- Cornell notes
- Quickwrites
- Learning logs, journals

8

WICOR

Inquiry

- Skilled questioning
- Socratic Seminars
- Quickwrites/discussions
- Critical thinking activities
- Writing questions
- Open-minded activities

9

WICOR

Collaboration

- Group projects
- Response/edit/revision groups
- Collaboration activities
- Tutorials
- Study groups
- Jigsaw activities
- Read-arounds

10

WICOR

Organization

Tools

- Binders
- Calendars, planners, agendas
- Graphic organizers

Methods

- Focused note-taking system
- Tutorials, study groups
- Project planning, SMART goals

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WICOR

Reading

- SQ5R (Survey, Question, Read, Record, Recite, Review, Reflect)
- KWL (What I Know; What to Learn; Learned)
- Reciprocal teaching
- "Think-alouds"
- Text structure
- Critical reading

AVID

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1.2: The GIST of AVID

"Getting the GIST" Activity

The GIST (Generating Interactions between Schemata and Text) reading comprehension strategy can be used both during and after reading a piece of text. One creates a GIST by writing a summary of 20 words that precisely captures the main ideas of the text in a complete sentence.

Directions: Review the *AVID Tutorial Guide* PowerPoint and notes on the previous pages and create a GIST (a 20-word sentence, one word per line) in the box provided below. Review your GIST to make sure it's clear and contains the main ideas of the AVID College Readiness System.

The GIST of AVID

1.3: The Ideal Tutor

The Top 10 Characteristics of Ideal Tutors

Directions

Read the list, circle the key words and underline main ideas. Then, answer the questions on the following page.

Top Tutors:

1. Report to the AVID Elective class on time and prepared to work.
2. Show initiative by doing what needs to be done without waiting to be asked.
3. Are well-groomed and dress appropriately, according to district and school guidelines.
4. Treat students, fellow tutors, teachers and other school personnel with respect.
5. Have good communication skills. Are willing to ask questions and provide constructive feedback to improve the quality of the AVID class.
6. Are eager to learn about their tutoring position and are open to new perspectives.
7. Collaborate with AVID teachers, students and other tutors.
8. Do quality work and remember that doing their very best will result in high achievement for AVID students.
9. Are knowledgeable about, understand and adhere to district/site policies and procedures.
10. Are knowledgeable about AVID and its mission, philosophy and methodologies so they can successfully fulfill their role.

1.3: The Ideal Tutor

Top 10 Characteristics of Ideal Tutors

Directions: Use with Handout 1.3a: "The Top 10 Characteristics of Ideal Tutors." Write your response to the questions on the right side of the page.

CORNELL NOTES	TOPIC/OBJECTIVE:	NAME: CLASS/PERIOD: DATE:
ESSENTIAL QUESTION:		
QUESTIONS:	NOTES:	
1. List three ways tutors can show initiative.		
2. Of the "Top 10 Characteristics" listed, which one is your strongest? Which characteristic is a challenge for you?		
SUMMARY:		

QUESTIONS:	NOTES:
3. Select two	
characteristics you	
think are most	
important to	
AVID schools.	
Explain why.	

SUMMARY:

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1.8: Questionnaires

Tutor Questionnaire

1. Name _____
2. School _____
3. District _____
4. Date hired as an AVID tutor _____ Number of AVID sections you tutor _____
5. Grade level(s) _____ Number of hours you tutor per week _____
6. Were you an AVID student prior to becoming an AVID tutor? ☐ YES ☐ NO

   If yes, at which school? _____
7. Name of college or school you attend _____

   Major (or intended major) _____
8. Highest level of math completed _____ When? _____
9. Your strongest subject area _____
10. Your weakest subject area _____
11. In which of the following do you have experience?
    - ☐ Writing process
    - ☐ Inquiry, Bloom's/Costa's Levels of Thinking
    - ☐ Socratic Seminar/Philosophical Chairs
    - ☐ Collaborative group processes
    - ☐ Higher-level math List course(s): _____
    - ☐ Other _____
12. What are your expectations as an AVID tutor? _____

    _____

    _____

    _____

    _____

    _____
13. Telephone number(s) and address: _____

    _____

    _____

1.9: Tutorial Process Overview

The 10 Steps of the AVID Tutorial Process

The AVID tutorial process has been divided into three parts—before the tutorial, during the tutorial and after the tutorial. These three parts provide a framework for the 10 steps that need to take place to create effective, rigorous and collaborative tutorials. Read and note the key components of each step of the tutorial process, as described on pages 2–5 of this handout.

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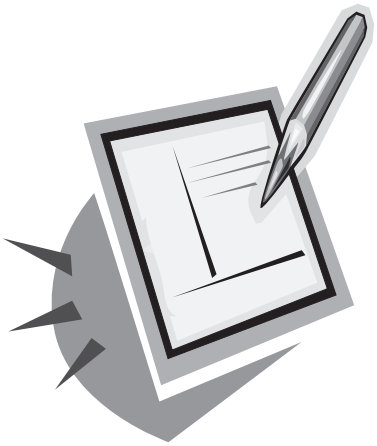
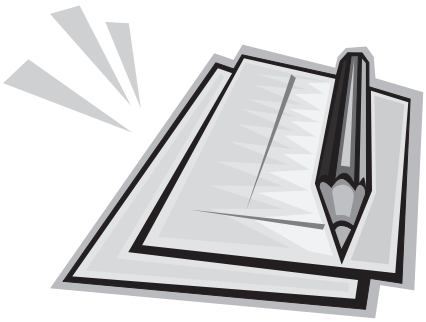
1.9: Tutorial Process Overview

Before the Tutorial (Steps 1–3)

Directions: Read and note the key components of each step of the tutorial process by circling the key terms and underlining the main ideas.

1 In their academic classes, students take Cornell notes guided by the Essential Question on the material presented in lectures, textbook readings, videos, handouts, etc. After class, students review their notes, create questions in the column on the left and write a summary at the bottom of the page responding to the Essential Question. (See the Focused Note-Taking CD and Cornell note section of this book for detailed information.)





2 While completing homework/studying for tests/ reviewing Cornell notes the night before a tutorial, students identify a point of confusion. Using the Tutorial Request Form (TRF), students complete the pre-work leading to the point of confusion. This pre-work includes: initial question, key vocabulary associated with the question, prior knowledge, critical thinking about the initial questions and the steps/ process used to identify the point of confusion.

Note: The TRF also includes: accountability for bringing resources, using collaborative inquiry, taking notes and reflecting.

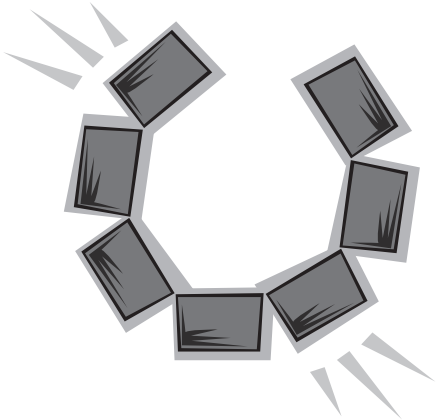
3

As students enter the room, the teacher/tutor checks the TRF pre-work and resources. The resources students bring to support their point of confusion include: Cornell notes, textbooks and quizzes.

1.9: Tutorial Process Overview

During the Tutorial (Steps 4–7)

4 Teacher/tutor places students in tutorial groups of 7 or fewer, meeting the 7:1 student/tutor ratio. It is important for the tutor to communicate with the teacher to determine the method used to group students (Tutorial Analysis Grade Reflection, question content, core teacher, etc.). Group members sit in a semi-circle (horseshoe shape) to facilitate communication/collaboration among all students, facing a board on which the student presenter can record his/her pre-work and point of confusion.



5 The student presenter writes the point of confusion (POC) question on the board and explains to group members his/her pre-work by giving a 30-Second Speech. Next, group members ask questions using the Levels of Thinking to probe deeper into possible approaches to solving the point of confusion. During this inquiry process, the student presenter begins to make sense of the question and records notes on the board while group members take three-column notes on what he/she has written.

Group members are not responsible for finding the answer to the student presenter's question; their primary goal is to prompt the thinking and guide the student presenter, using critical thinking.

The tutor's responsibility is to coach/facilitate the inquiry process among group members, rather than interacting one-on-one with the student presenter. The tutor sits in the group and takes three-column notes for the student presenter during the time he/she is at the board. The tutor should have no more than one equal voice in the tutorial.

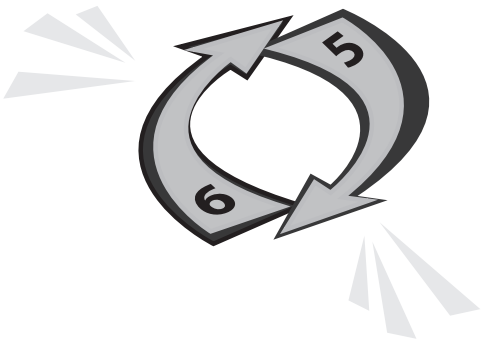
1.9: Tutorial Process Overview

During the Tutorial (Steps 4–7)

6

Group members/tutors help the student presenter think about the steps or process used to clarify his/her point of confusion. Checking for understanding occurs as the student presenter reviews with the group the work completed and articulates the steps or process used. The steps/process can be recorded on the whiteboard in a third column.

7

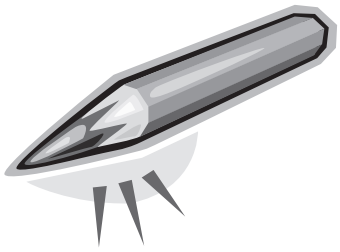


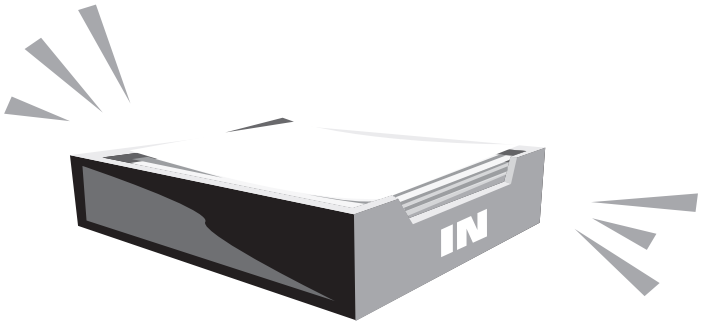
Steps 5 and 6 are repeated for as many group members as time allows. If time runs out before some students have had a chance to present, make sure there is a system in place to ensure these students present first during the next tutorial session. There may be times during the tutorial session that the critical thinking process does not enable the students to clarify a point of confusion. In this situation, the session can be used to create questions to take back to the content teacher for additional support, a tutor or student from another group could assist the struggling group, or a content teacher can come in to offer support as a guest tutor.

1.9: Tutorial Process Overview

After the Tutorial (Steps 8–10)

8 Following the tutorial session, all students write a reflection on their learning on the TRF. If a student did not have the opportunity to present, he/she can reflect on his/her learning based on another presenter's point of confusion. If time permits, students can share their reflections with a partner, the group or the whole class.





9 At the end of the tutorial session, students turn in the TRF to the tutor/teacher for grading and feedback. Students keep their three-column notes taken during the tutorial session. The TRF grade is based on: the pre-work inquiry, resources, collaborative inquiry, three-column notes on presenter's point of confusion and the reflection.

10 Teacher/tutors/students collaborate to debrief the tutorial—its effectiveness, concerns of the participants and ideas for refinement. Students then take what they have learned about their point of confusion back to their content area classes to verify their learning.

Note: The teacher and tutor schedule time to meet again to debrief the tutorial process.

Steps in the Tutorial Process

Before the Tutorial

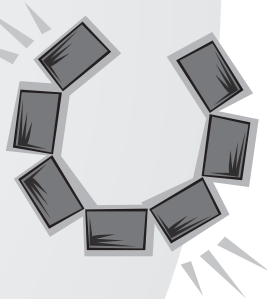
1 Students take Cornell notes in their academic classes.

2 Students complete the pre-work inquiry on the Tutorial Request Form (TRF) while reviewing Cornell notes, completing homework or studying for a quiz/test.

3 As students enter the room, the teacher/tutor checks the TRF pre-work and Cornell note resources.

During the Tutorial

4 Students are divided into tutorial groups to meet the 7:1 student/tutor ratio.



5 The student presenter begins the tutorial by giving a 30-Second Speech about his/her pre-work. Tutor and group members ask questions to guide the student presenter through the critical thinking process. All tutorial members take three-column notes.

6 The group members/tutors check for understanding as the student presenter reviews the work and articulates the steps/process used to clarify the point of confusion.

7 Steps 5 and 6 are repeated for as many group members as time allows.

After the Tutorial

8 Students complete a written reflection on the learning that occurred from clarifying the point of confusion.

9 Students turn in their TRFs to teacher/tutor for grading and feedback.

10 Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

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1.9: Tutorial Process Overview

Summarizing: Pyramid

Directions: Use the pyramid reading strategy to summarize/synthesize your learning about the tutorial process (*Handout 1.9b*) by placing one word per line.

_____

A synonym for TUTORIALS

_____ _____

People who use TUTORIALS

_____ _____ _____

Three words that best describe TUTORIALS

_____ _____ _____ _____

Arguments for TUTORIALS

_____ _____ _____ _____ _____

Necessary ingredients for effective TUTORIALS

_____ _____ _____ _____ _____ _____

Effects of TUTORIALS

_____ _____ _____ _____ _____ _____ _____

One thing you used to think about TUTORIALS but now know isn't true

_____ _____ _____ _____ _____ _____ _____ _____

One question the TUTORIAL sparked for you

2.1: WICOR in Tutorial

WICOR-izing Tutorials

WICOR is at the foundation of an effective and rigorous tutorial. WICOR-izing tutorials provides students the opportunity to experience rigor by thinking more critically through collaborative inquiry-based discussions, which are documented through note-taking and a written reflection. The following is a summary of how WICOR works in the AVID Tutorial Process.

W: WRITING	**I:** INQUIRY	**C:** COLLABORATION	**O:** ORGANIZATION	**R:** READING
• Taking Cornell notes in content classes • Using the Focused Note-Taking System to take notes in content area classes to be used as a resource to create TRF point of confusion (POC) • Using content area Cornell notes as a resource to support tutorial question understanding • Completing Tutorial Request pre-work to clarify thinking and demonstrate previous knowledge and understanding • Taking three-column notes during tutorial • Creating a higher-level reflection based on the learning around the POC	• Analyzing content material/ information to create questions for left column of Cornell notes from notes recorded on the right side • Synthesizing material/ information in Cornell notes by using notes/ questions to create summary • Thinking critically about initial question on the TRF to arrive at a POC • Presenting POC question to tutorial group and asking for questions to prompt student presenter's thinking • Using the Levels of Thinking to ask questions to gather information, make connections and evaluate solutions • Reflecting/ thinking in a metacognitive way about new/greater understanding or clarity about POC	• Working in tutorial groups to create understanding around a presenter's POC • Sharing ideas, information and opinions, and asking questions in a supportive and safe manner • Supporting the learning of others through inquiry and a shared common goal • Developing positive interdependence and individual accountability for tutorial success • Debriefing and refining tutorials through the use of observation tools	• Using a binder to organize resources used during tutorials • Using a calendaring system to plan/ prioritize class tasks, goal-setting and tutorial focus • Using the Focused Note-Taking System to take notes in content classes • Communicating effectively, in writing and verbally, to support the tutorial group in creating understanding or clarity around a POC • Taking responsibility strategically and intentionally for one's own learning by using the tutorial to create understanding or clarity around a POC • Developing and using processes, procedures and tools to process information individually and in groups • Managing time through prioritizing and goal-setting	• Reading completed in content area used to create POC • Reading completed in content area to support tutorial questioning and understanding/ clarity of POC • Delivering/sharing a 30-Second Speech about TRF pre-work/POC • Creating understanding by using academic vocabulary and graphic organizers • Applying prior knowledge and making connections to text, self and world • Reading and reviewing tutorial resources including the textbook/class content notes and three-column notes taken during tutorial to assist in reflecting

2.4: Agendas/Calendaring

"Check Out My Agenda" Scavenger Hunt

Directions: Examine the sample student agenda on page 2 of this handout, and then answer the following questions.

1. What system is in place to show that homework has been completed?

2. On which days do students take part in tutorials?

3. When do AVID students have their binders checked?

4. How do we know that parents are involved in the student binder process?

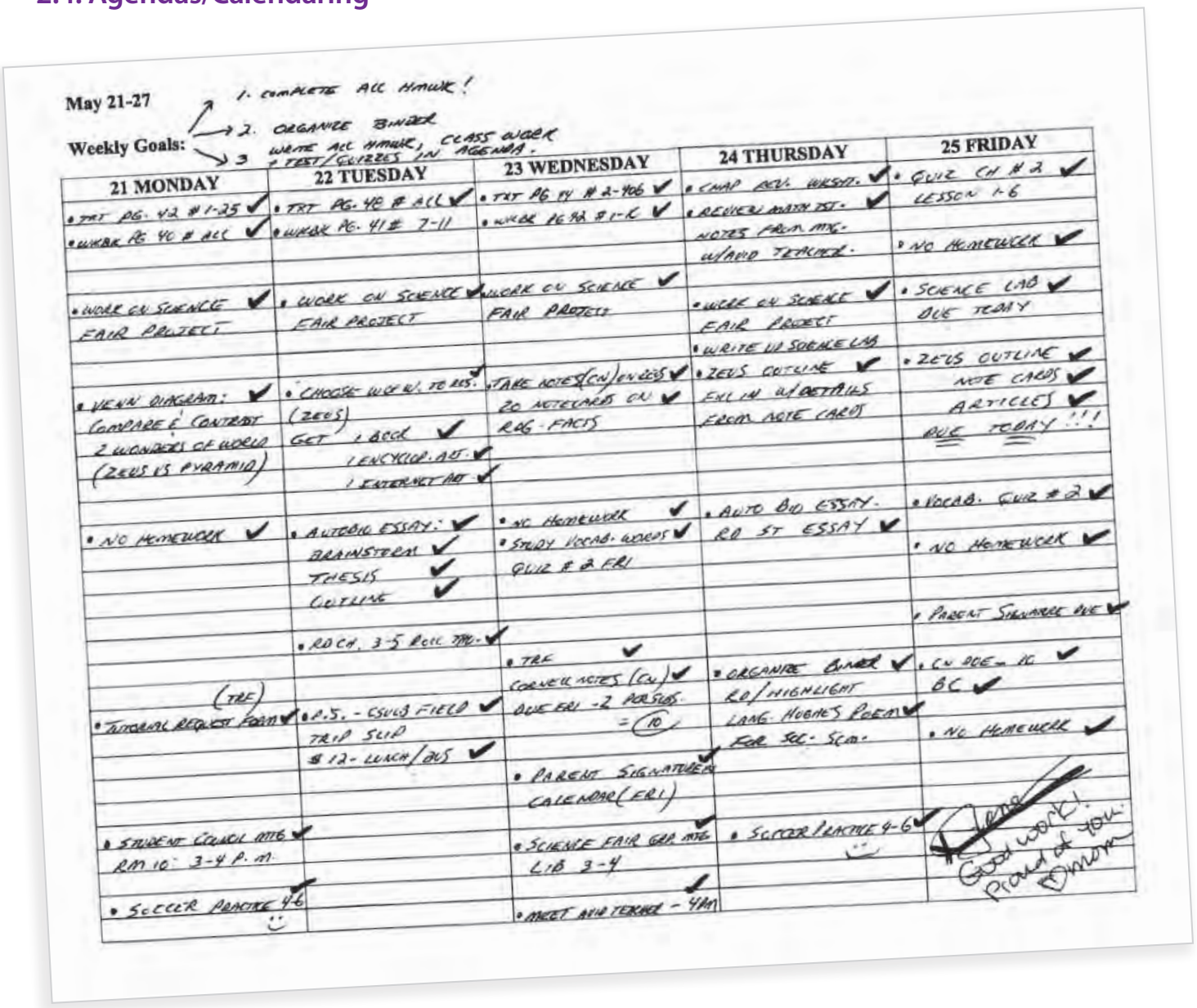
5. If students need additional support in content areas, what system is in place?

6. How many pages of Cornell notes are AVID students required to take?

7. What are students required to write if they do not have homework?

8. What goals does this student have for the week?

2.4: Agendas/Calendaring



May 21-27

Weekly Goals: 1. COMPLETE ALL HMWK!
2. ORGANIZE BINDER
3 WRITE ALL HMWK, CLASS WORK + TEST/QUIZZES IN AGENDA.

21 MONDAY	22 TUESDAY	23 WEDNESDAY	24 THURSDAY	25 FRIDAY
• TXT PG. 42 # 1-25 ✓ • WKBK PG 40 # ALL ✓	• TXT PG. 40 # ALL ✓ • WKBK PG. 41 # 7-11	• TXT PG 44 # 2-40 ✓ • WKBK PG 42 # 1-K ✓	• CHAP REV. WKSHT. ✓ • REVIEW MATH TST. ✓ NOTES FROM MR. W/AND TEACHER.	• QUIZ CH # 2 ✓ LESSON 1-6 • NO HOMEWORK ✓
• WORK ON SCIENCE FAIR PROJECT ✓	• WORK ON SCIENCE FAIR PROJECT ✓	WORK ON SCIENCE FAIR PROJECT ✓	• WORK ON SCIENCE FAIR PROJECT ✓ • WRITE UP SCIENCE LAB • ZEUS OUTLINE ✓ FILL IN W/ DETAILS FROM NOTE CARDS	• SCIENCE LAB DUE TODAY ✓ • ZEUS OUTLINE ✓ NOTE CARDS ✓ ARTICLES ✓ DUE TODAY !!!
• VENN DIAGRAM: COMPARE & CONTRAST 2 WONDERS OF WORLD (ZEUS IS PYRAMID) ✓ • NO HOMEWORK ✓	• CHOOSE WHICH TO RES: (ZEUS) ✓ GET 1 BOOK ✓ 1 ENCYCLOP. ART. ✓ 1 INTERNET ART ✓ • AUTOBIO ESSAY: ✓ BRAINSTORM ✓ THESIS ✓ OUTLINE ✓	• TAKE NOTES (CN) ON ZEUS ✓ 20 NOTECARDS ON ✓ RAG. FACTS • NO HOMEWORK ✓ • STUDY VOCAB. WORDS ✓ QUIZ # 2 FRI	• AUTO BIO ESSAY. RD 5T ESSAY ✓	• VOCAB. QUIZ # 2 ✓ • NO HOMEWORK ✓ • PARENT SIGNATURE DUE ✓
• TUTORIAL REQUEST FORM (TRF) ✓	• RD CH. 3-5 ROUGH DRAFT ✓ • P.S. - CSUSB FIELD TRIP SLIP ✓ $12 - LUNCH/BUS ✓	• TRF ✓ CORNELL NOTES (CN) ✓ DUE FRI -2 POINTS = (10) • PARENT SIGNATURE ON CALENDAR (FRI) ✓	• ORGANIZE BINDER ✓ RD/HIGHLIGHT LANG. HUGHES POEM ✓ FOR SCI. SCH.	• CN DUE - AC ✓ BC ✓ • NO HOMEWORK ✓
• STUDENT COUNCIL MTG ✓ RM 10 3-4 P.M. • SOCCER PRACTICE 4-6 ✓		• SCIENCE FAIR GRP. MTG. LIB 3-4 ✓ • MEET AND TERRACE - 4AM ✓	• SOCCER PRACTICE 4-6 ✓	Good work! Proud of you! Mom

Actual student sample available on
www avid.org ➤ MyAVID ➤ Filesharing ➤ Tutorology

2.7: Tutorial Process: Step 1

Step 1: Taking Cornell Notes

Students take Cornell notes in their academic classes

using the Focused Note-Taking System.

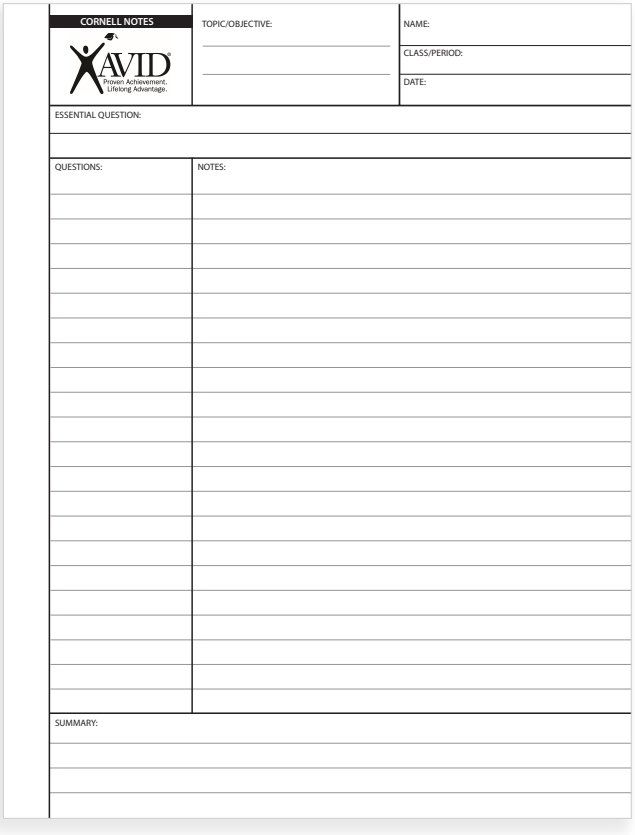
Directions: Check all statements that apply to your AVID class:

What steps should be taken to ensure that students have quality Cornell notes to assist during tutorials?

- ☐ Use an Essential Question from standard or topic to guide note-taking.
- ☐ Organize notes on the right-hand side of page.
- ☐ Review and revise notes.
- ☐ Note the key ideas to create questions.
- ☐ Exchange ideas by collaborating.
- ☐ Link learning by creating a synthesized summary.
- ☐ Use the completed Cornell notes as a learning tool.

How can the AVID class support the use of Cornell notes?

- ☐ Provide time on curriculum days for students to exchange ideas by collaborating.
- ☐ Provide class time for students to study their Cornell notes.
- ☐ Collect content area Cornell notes and provide quality feedback.
- ☐ Reinforce the Focused Note-Taking skills in the Elective class.


CORNELL NOTES

TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

NOTES:

SUMMARY:

2.7: Tutorial Process: Step 1

Reflective Learning Log:
Step 1: Content Class Connections

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 1.

Questions	Reflections	Next Steps
1. How should students use Cornell notes to prepare for tutorials?		
2. In what ways can the AVID class support the use of Cornell notes?		

2.8: The Cornell Way

10 Steps of the CORNELL WAY

I. NOTE-TAKING:

Reading or hearing information for the first time while jotting down and organizing key points to be used later as a learning tool

C	**Create Format**	**Step 1:**	**CREATE Cornell notes format and complete heading**
O	**Organize Notes**	**Step 2:**	**ORGANIZE notes on right side**

II. NOTE-MAKING:

Within 24 hours of having taken the notes, revise these notes, generate questions and use collaboration to create meaning.

R	**Review and Revise**	**Step 3:**	**REVIEW AND REVISE notes**
N	**Note Key Ideas**	**Step 4:**	**NOTE key ideas to create questions**
E	**Exchange Ideas**	**Step 5:**	**EXCHANGE ideas by collaborating**

III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L	**Link Learning**	**Step 6:**	**LINK learning to create a synthesized summary**
L	**Learning Tool**	**Step 7:**	**Use completed Cornell notes as a LEARNING tool**

IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes. The Cornell Note Reflective Log Handout provides the opportunity to reflect on the notes and the learning.

W	**Written Feedback**	**Step 8:**	**Provide WRITTEN feedback**
A	**Address**	**Step 9:**	**ADDRESS written feedback**
Y	**Your Reflection**	**Step 10:**	**Reflect on YOUR learning**

Letter from Walter Pauk

Dear Pamela:

So awfully nice of you to tell me about your personal initial experiece with the Cornell Note-Taking System. It lifts my heart that you found so much help in using it.

You know, Pamela, the System did not come from me in one fell-swoop. It was developed in my mind on a rather step-by-step basis.

In the beginning, in the left-hand column, I used to jot phrases extracted from the the notes themselves; that is, uttered by the lecturer. Obviously, there was, at the most, minimal personally thinking on the part of the student. But, at least, the phrases in the left-hand column provided the basis for RECITATION. But, this recitation gave the student a false sense of mastery, because the phrases in the left-hand column almost actually gave the student the answer visually, not mentally.

You know, Pamela, I think that, in this present environment people, as well as students, want a quick & easy "fix."

Step 2: Organize Notes

No, the question formulated by the student in the left-hand column is a must. The question represents the student's thinking. The words in the right-hand notes given by the lecturer have to be processed by the stueent in his or her own mind and the question is formed by the thinking thathad to take place to formulate the question.

Step 4: Note Key Ideas

Question-making is not easy! Question-making was very hard for me; but, as I battled to come forth with a question, I became better and better at the thinking process. You see, Pamela, I had to keep asking myself, "What is the lecturer trying to say?" It seems that you have to talk out-loud to to the words on tha page..."What are you getting at?" You see, too, that this "out-loudness" puts you in almost a person to person mode. You're no longer a passive reader of the notes. This goes for textbook reading, too.

(Just a comment before I forget it.) One does not learn through the eyes alone. One learns through the processing of information by the brain. Words very, very seldom imprint themselves on the brain; but, one's thinking does.

Step 3: Review & Revise and Step 4

It is hard for me to imagine that teachers' suggest giving the stud ents the questions for them to write in the left-hand margin. It is the person who thinks and fashions the question that is the learner. The knowledge and wisdom lodges and remains with the person who reads, ponders the words (the paragraph), then goes on to formulate the question. You don't gain knowledge by reading someone else's hard work. You must do it yourself ! Very similar; you don't become a good golf player by watching Tiger Wood on the TV. You must, to become a good or better player go out on the practice range and hit the balls especially under good instruction.

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Step7: Learning Too!

Now a few words about SUMMARIES. I know. You don't want to pile onto the student more and more work; but, unless the student does a summary, he or she is short-changing oneself. For example, in a test where a short essay-type question is asked. You don't answer it by making a laundry-list of facts learned individually. No, you have to synthesize! Usually, under the time pressure of an exam, you don't have a relaxed free-roving mind to think up a overall answer. This type of thinking must be done to some extent in the privacy of your own study-room.

Step6: Link Learning

To make a summary at the bottom of a page or at the end of the lecture, now that you have the full information, you must try to come up with the essence of the full lecture. And when you do, what a great pleasure that you have put your mind to work and come up with a victory. This is how you master the individual facts to get the overall meaning. This is how to go into the exam room. Now, you have some ammunition! By doing it this way, I always came in with far more than I could have time to use.

Step5: Exchange Ideas

Here is what my co-author has to say about summaries and taking notes. (My co-author is Ross Owens...how lucky can you get to have someone like Ross working along side!)

Your contention is right on target. Although the marginal questions are valuable as a tool for reciting and mastering material, the first thing of value they provide in the learning process is a handle that allows students to personally grasp the meaning of each paragraph. It allows students to make information their own. Reading a note (or paragraph), picking out the main idea from amidst the details, and then formulating a question that points to this main idea all combine to weave the information into the student's own knowledge and experience. The marginal question then becomes a cue that points to process of making that original connection.

The summary is valuable to a page of notes as a whole in much the same way that a marginal question is important to an individual key idea or paragraph. It provides students with an opportunity to pull together and synthesize all the information on a page and – just as you suggest – to do some essential reflection. Summaries provide context and connections that tie together main ideas that might otherwise exist in isolation.

Pamela, please excuse my typing errors. I still use my old typewriter. Though I respect the computer, I don't have one. I see, for me, no need.

'Twas nice talking to you. I hope that this helps.
Thanks you ever so much for valuing my Note-taking system.

Sincerely,
Walter Pauk

2.8: The Cornell Way

Cornell Note Practice

1. Review the documents in this section to assist you in taking focused notes to improve content class achievement.
2. While reading Walter Pauk's letter in this section:
    a. Circle any key terms.
    b. Underline any claims that Walter Pauk makes.
3. Reflect on prompt #1 below.
4. Read the descriptions for each step of the Focused Note-Taking process:
    a. Circle any key terms.
    b. Underline the main ideas.
5. Reflect on the prompt #2 below.

Focused Note-Taking Reflection Prompts

Prompt #1:

What is Walter Pauk's message about the importance of taking Cornell notes?
What information in this letter is valuable for you to remember?

_____

_____

_____

_____

_____

Prompt #2:

After reading the descriptions for each of the 10 Steps, what three key ideas will you make sure to incorporate when taking notes?

1. _____

    _____

2. _____

    _____

3. _____

    _____

2.16: Tutorial Process: Step 2

Step 2:
Completing the Tutorial Request Form (TRF) as Homework

Students complete the pre-work inquiry on the Tutorial Request Form, including the initial question, key vocabulary, prior knowledge, critical thinking about the initial question and steps/process used to identify the point of confusion.

Directions: Check all statements that apply to your AVID class:

What should students do in order to complete the pre-work section of the TRF?

- ☐ Complete homework from academic classes.
- ☐ Review class/text Cornell notes.
- ☐ Study and prepare for quizzes/tests.
- ☐ Review missed items on previous quizzes/tests or homework.
- ☐ Identify material that needs further clarification/explanation or a problem you need help in solving.
- ☐ Identify areas for improvement from standardized test scores; focus tutorial questions on these areas.

Important Note: If a student arrives to the tutorial session without the pre-work completed, he/she should receive a zero for pre-work and should join the group for the tutorial session.

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2.16: Tutorial Process: Step 2

Reflective Learning Log: Step 2: Pre-work Is Key

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 2.

Questions	Reflections	Next Steps
1. How do AVID students use academic class materials to complete the pre-work on the TRF?		
2. How does the TRF pre-work increase the rigor of the tutorial?		

2.18: Tutorial Process: Step 3

Step 3:
Preparing for Tutorials in the AVID Classroom

As students enter the room, the teacher/tutor checks the TRF pre-work and Cornell note resources, the resources students bring to class to support their question.

Directions: Check all statements that apply to your AVID class.

What are the expectations as AVID students enter the room to start tutorials?

- ☐ Teacher or tutor checks and/or collects the Tutorial Request Form.
- ☐ Students have textbooks, class Cornell notes and other materials to use as resources during tutorial.
- ☐ Students prepare three-column notes as questions are presented during the tutorial.
- ☐ All members of the tutorial group know the expectations, roles and steps of the tutorial process.
- ☐ Students' point of confusion questions are selected based on greatest area of academic need.

Important Note: If a student arrives to the tutorial session without the pre-work completed, he/she should receive a zero for pre-work and should join the group for the tutorial session.

2.18: Tutorial Process: Step 3

Reflective Learning Log: Step 3: Preparing for Tutorials

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 3.

Questions	Reflections	Next Steps
1. Describe the process that occurs		
when students arrive in the AVID		
class with their Tutorial Request		
Forms. What is the tutor's role?		
2. What happens if a student		
arrives without the completed		
pre-work on the TRF?		
3. What are the policies for student		
absences on tutorial days?		

3.3: Tutorial Process: Step 4

Step 4: Dividing Into Tutorial Groups

Students are divided into tutorial groups to meet the required 7:1 student/tutor ratio.

Directions: Check all statements that apply to your AVID class.

How are tutorial groups formed?

- ☐ Tutorial Analysis Grade Reflection Activity
- ☐ Content of questions
- ☐ Academic classes
- ☐ Academic teachers
- ☐ Core, team or SLC (small learning community)
- ☐ Teacher/tutor assignment

3.3: Tutorial Process: Step 4

Reflective Learning Log: Step 4: Getting Together

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 4.

Questions	Reflections	Next Steps
1. Describe the process used in your AVID classroom to group your students for tutorial. Is the current group of students effective or ineffective? Explain.		
2. What process is in place for students to identify their strengths and weaknesses in order to guide selected focus areas for tutorial support?		

3.10: Tutorial Process: Step 5

Step 5: Beginning the Tutorial Session

The student presenter begins the tutorial by giving a 30-Second Speech about the pre-work.

Directions: Check all statements that apply to your AVID class.

What is happening in the tutorial session to increase the effectiveness and efficiency of the group?

- ☐ Student presenter begins by writing a point of confusion question on the board, using three-column notes and giving a 30-Second Speech.
- ☐ Student presenter records group's and his/her own thinking on board.
- ☐ Group members sit together in a horseshoe shape facing a whiteboard.
- ☐ Group members ask questions of student presenter using the Levels of Thinking.
- ☐ Group members take three-column notes on student presenter's problem.
- ☐ Tutor takes three-column notes for student presenter while he/she is at the board.
- ☐ Tutor tracks participation, keeps students on task and facilitates collaboration and inquiry among students.
- ☐ Teacher rotates to all groups, models levels of thinking for all tutorial groups and coaches students as they work at the whiteboard.
- ☐ Teacher observes and coaches tutors by providing feedback and modeling inquiry.

3.10: TUTORIAL PROCESS: STEP 5

Reflective Learning Log: Step 5: Thinking, Questioning and Observing

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 5.

Questions	Reflections	Next Steps
1. If your AVID Site Coordinator/ teacher were to observe you during tutorials, what would he/she see?		
2. What are some specific questions that you have asked during your tutorial session to increase critical thinking?		

3.11: Tutorial Member Protocols and Observations

Tutor Facilitation Protocol

Steps	Description	Might Sound Like . . .
1	Facilitate the selection of a group member to be a student presenter.	• Let's go around our group and read our questions so we can see if there are similar questions. • Is there anyone who has a test or quiz coming up?
2	Take three-column notes (question/notes/steps or process) from the student presenter's seat.	• As you go up to the whiteboard, please hand me your paper and I will sit in your seat and take three-column notes for you.
3	Assist the student presenter in delivering his/her "30 Second Speech."	• Please share your 30-Second Speech with us based on your pre-work. • Use your TRF work as talking points for your 30-Second Speech.
4	Support the student presenter in taking three-column notes on the whiteboard.	• Let's stop and take a minute to make sure we have everything recorded on the whiteboard. • Now let's make sure we have recorded all our steps in the third column.
5	Facilitate the questioning of the student presenter by prompting group members.	• Based on your pre-work and notes on this topic, what questions do you have that would help him understand his POC? • Who is in the same class as Tony, and can create a question based on something you know?
6	Encourage each group member to ask at least one question of each student presenter.	• Remember, I'm tracking participation and would like to see everyone ask at least one question of the student presenter.
7	Record student presenter's "ah ha" moment by using an "!".	• I'm writing an "!" mark here in your notes since you just clarified your POC. • Remember as you complete your reflection to look at the notes I took for you to reference your "ah ha" moment.
8	Encourage each group member to take three-column notes for each student presenter.	• I'll be recording notes for the student presenter. It's your job to record notes from all the group members on your paper. • At the end of this session, you can keep your notes in your binder in the appropriate content area to study, and I'll collect the TRF with your reflection.
9	Check student presenter's understanding.	• Now that you understand your point of confusion, would you explain how the steps in the third column connect to the notes?
10	Assist student presenter in delivering the "30-Second Reflect and Connect" aloud to the group and ensure students reflect in writing about their learning.	• Would you explain the concept you learned regarding your point of confusion using the 30-Second Reflect and Connect?

3.12: Presenting and Questioning

Tutorial Video Comparison Chart

Tutor

Directions: As you watch the tutorial video, record your observations of the tutor in the video next to each category listed in the first column. Record what you do as a tutor for each category in the second column. Create next steps for yourself as an effective tutor and record in the last column.

	Video Observations	Myself as a Tutor	Next Steps for Me
Coaches and works with one group the entire period			
Sits with the tutorial group and away from the student presenter			
Facilitates the group and pushes the thinking of all students to a higher level			
Takes three-column notes for the student presenter and models taking three-column notes for the group members			
Checks student presenter's understanding of the point of confusion			

3.12: Presenting and Questioning

Tutorial Venn Diagram

3.13: Inquiry in Tutorial

WICOR-izing Tutorials

Inquiry in Tutorial

I: Inquiry

- Analyzing content material/information to create questions for left column of Cornell notes from notes recorded on the right side
- Synthesizing material/information in Cornell notes by using notes/questions to create summary
- Thinking critically about initial question on the TRF to arrive at a POC
- Presenting POC question to tutorial group and asking for questions to prompt student presenter's thinking
- Using the Levels of Thinking to ask questions to gather information, make connections and evaluate solutions
- Reflecting/thinking in a metacognitive way about new/greater understanding or clarity about POC

3.13: Inquiry in Tutorial

Making the Connection Between Inquiry and Tutorials

- The lessons and activities in this section give you the opportunity to become familiar with Costa's or Bloom's Levels of Thinking and enable you to practice your questioning skills. Modeling these skills is essential to helping students think critically about the questions they bring to tutorials.
- Students will be using their inquiry skills to write authentic questions based on Cornell notes, worksheets, homework, quizzes and tests from their academic classes. In their tutorial groups, students will then collaborate and use inquiry to help each student presenter solve his/her point of confusion question.
- During the tutorial, "Using the Inquiry Process in Tutorials" can be used to ask Level 1 questions to identify what students already know about a question. Ask Level 2 questions to help students process information, make connections and create relationships. Lastly, ask Level 3 questions so that students can apply their knowledge/connections to predict, judge, hypothesize or evaluate.
- Use Costa's/Bloom's content-specific Levels of Thinking handouts to help guide the inquiry process during the tutorial. Inquiry helps students make connections and deepens their understanding of academic material. Each level of the inquiry process includes a set of sample questions to help guide students during tutorials. These questions can be used with group members as they collaborate with the student presenter. *The goal is to use inquiry by having students ask higher-level questions of each other.*

3.13: Inquiry in Tutorial

Using the Inquiry Process in Tutorials

Higher-level questions are at the heart of the tutorial because they prompt inquiry, a process that enables students to become independent thinkers who master their own learning. Inquiry occurs in the tutorial at Steps 5 and 6 as shown on *Handout 1.9b*. (You may want to provide students with a copy of this handout for reference.)

Directions: Read the chart, and highlight key concepts of each level of the inquiry process. Use this page as a guide during tutorials, following the steps for each student presenter.

Levels	Description of Inquiry Level	Sample Questions
Level 1	**Gather and Recall Information (Gathering/Input)** Ask **LEVEL 1** questions to identify what student knows about the problem/question and to help him/her connect to prior knowledge.	• What do you know about your problem? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps necessary to solve the problem?
Level 2	**Make Sense Out of Information Gathered (Processing)** Ask **LEVEL 2** questions to help student begin processing the information gathered, make connections and create relationships.	• Can you break down the problem into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a problem/question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____?
Level 3	**Apply and Evaluate Actions/ Solutions (Applying/Output)** Ask **LEVEL 3** questions to help student apply knowledge acquired and connections made to predict, judge, hypothesize or evaluate.	• How do you know the anwser is correct? How could you check your answer? • Is there more than one way to solve the problem? Could there be other correct answers? • Can you make a model of a new or different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could the method of solving this problem work for other problems?

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3.13: Inquiry in Tutorial

Costa's Levels of Thinking

To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented. Students need to be familiar with Costa's (and/or Bloom's) Levels of Thinking to assist them in formulating higher levels of questions.

3—Applying

(Off the Page)

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2—Processing

(Between the Lines)

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why?)
Infer	Analyze	

1—Gathering

(On the Page)

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

Costa's Levels of Thinking

	Level	Descriptions	Vocabulary Words for the Levels of Thinking		
Higher-Order Thinking Skills HOTS	APPLYING INFORMATION	(OUTPUT) Applying and evaluating actions, solutions and connections made in order to predict	assemble build construct create design	develop devise formulate imagine invent	make plan produce write
			appraise argue check critique defend detect	forecast generalize hypothesize if/then judge predict	select speculate support test valuate value
	PROCESSING INFORMATION	(PROCESSING) Making sense out of information; processing the information gathered by making connections and creating relationships	attribute classify compare contrast criticize deconstruct differentiate	discriminate distinguish examine experiment explain why infer	integrate organize outline question sort structure
			carry out choose demonstrate do dramatize	employ execute illustrate implement interpret	operate schedule sketch solve using
Lower-Order Thinking Skills LOTS	GATHERING INFORMATION	(INPUT) Identifying and recalling information	classify complete describe discuss	explain identify locate paraphrase	recognize report select translate
			define duplicate list	memorize recall repeat	reproduce state

Adapted from Comparison by Andrew Churches at *http://edorigami.wikispaces.com* and *http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm*

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3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning:

English

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • Locate in the story where . . . • When did the event take place? • Point to the . . . • List the . . . • Name the . . . • Where did . . . ? • What is . . . ? • Who was/were . . . ? • Illustrate the part of the story that . . . • Make a map of . . . • What is the origin of the word _____? • What events led to . . . ?	• What would happen to you if . . . ? • Would you have done the same thing as . . . ? • What occurs when . . . ? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What was the message in this piece (event)? • Give me an example of . . . • Describe in your own words what _____ means. • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____? • What is the author trying to prove? • What evidence does he/she present?	• Design a _____ to show . . . • Predict what will happen to _____ as _____ is changed. • Write a new ending to the story (event) . . . • Describe the events that might occur if . . . • Add something new on your own that was not in the story . . . • Pretend you are . . . • What would the world be like if . . . ? • Pretend you are a character in the story. Rewrite the episode from your point of view. • What do you think will happen to _____? Why? • What is most compelling to you in this _____? Why? • Could this story have really happened? Why or why not? • If you were there, would you . . . ? • How would you solve this problem in your life?

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning: **Math**

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for . . . ? • List the . . . • Name the . . . • Where did . . . ? • What is . . . ? • When did . . . ? • Explain the concept of . . . • Give me an example of . . . • Describe in your own words what _____ means. • What mathematical concepts does this problem connect to? • Draw a diagram of . . . • Illustrate how _____ works.	• What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • What occurs when . . . ? • Does it make sense to . . . ? • Compare and contrast _____ to _____. • What was important about . . . ? • What prior research/formulas support your conclusions? • How else could you account for . . . ? • Explain how you calculate . . . • What equation can you write to solve the word problem?	• Predict what will happen to ____ as ____ is changed. • Using a math principle, how can we find . . . ? • Describe the events that might occur if . . . • Design a scenario for . . . • Pretend you are . . . • What would the world be like if . . . ? • How can you tell if your answer is reasonable? • What would happen to _____ if _____ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this formula to the subject you're learning? • What type of evidence is most compelling to you?

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning: **Science**

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for . . . ? • List the . . . • Name the . . . • Where did . . . ? • What is . . . ? • When did . . . ? • Describe in your own words what _____ means. • What science concepts does this problem connect to? • Draw a diagram of . . . • Illustrate how _____ works.	• What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • How would you change your procedures to get better results? • What method would you use to . . . ? • Compare and contrast _____ to _____. • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for . . . ? • Explain the concept of . . . • Give me an example of . . .	• Design a lab to show . . . • Predict what will happen to _____ as _____ is changed. • Using a science principle, how can we find . . . • Describe the events that might occur if . . . • Design a scenario for . . . • Pretend you are . . . • What would the world be like if . . . ? • What would happen to ___ if _____ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning:

Social Studies

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • What are you being asked to find? • When did the event take place? • Point to the . . . • List the . . . • Name the . . . • Where did . . . ? • What is . . . ? • Who was/were . . . ? • Make a map of . . .	• What would happen to you if . . . ? • Can you see other relationships that will help you find this information? • Would you have done the same thing as . . . ? • What occurs when . . . ? • If you were there, would you . . . ? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to . . . ? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of . . . • Give me an example of . . .	• Design a _____ to show . . . • Predict what will happen to _____ as _____ is changed. • What would it be like to live . . . ? • Write a new ending to the event. • Describe the events that might occur if . . . • Pretend you are . . . • What would the world be like if . . . ? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • What significance is this event in the global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not?

3.13: Inquiry in Tutorial

Bloom's Levels of Thinking

	Level	Description	Vocabulary Words for the Levels of Thinking		
Higher-Order Thinking Skills HOTS	CREATING	***Can the students:*** • Create/generate new ideas, products or points of view • Combine ideas/thoughts to develop an innovative idea, solution or way of thinking	assemble build construct create design	develop devise formulate imagine invent	make plan produce write
	EVALUATING	***Can the students:*** • Justify a stand or decision • Judge the value of an idea, item or technique by creating and applying standards/criteria	appraise argue check critique defend detect	forecast generalize hypothesize if/then judge predict	select speculate support test valuate value
	ANALYZING	***Can the students:*** • Distinguish between the different parts • Explore and understand relationships between the components/parts	attribute classify compare contrast criticize deconstruct differentiate	discriminate distinguish examine experiment explain why infer	integrate organize outline question sort structure
	APPLYING	***Can the students:*** • Use the information in a similar situation • Apply learned concepts, strategies, principles and theories in a new way	carry out choose demonstrate do dramatize	employ execute illustrate implement interpre	operate schedule sketch solve using
Lower-Order Thinking Skills LOTS	UNDERSTANDING	***Can the students:*** • Explain ideas or concepts • Understand information provided	classify complete describe discuss	explain identify locate paraphrase	recognize report select translate
	REMEMBERING	***Can the students:*** • Recall or remember the information • Recognize specific information	define duplicate list	memorize recall repeat	reproduce state

Adapted from Comparison by Andrew Churches at *http://edorigami.wikispaces.com* and *http://www.odu.edu/educ/rovbau/Bloom/blooms_taxonomy.html*

3.13: Inquiry in Tutorial

Bloom's Levels of Thinking: Science and Math

1. REMEMBERING—
recalling information

- What information is given?
- What are you being asked to find?
- What formula would you use in this problem?
- What does _____ mean?
- What is the formula for . . . ?
- List the . . .
- Name the . . .
- Where did . . . ?
- What is . . . ?
- Who was/were . . . ?
- When did . . . ?

2. UNDERSTANDING—
explaining ideas, concepts or information

- What are you being asked to find?
- Explain the concept of …
- Give me an example of …
- Describe in your own words what _____ means.
- What (science or math) concepts does this problem connect to?
- Draw a diagram of . . .
- Illustrate how _____ works.
- Explain how you calculate… results.

3. APPLYING—
using the information in a new situation

- What additional information is needed to solve this problem?
- Can you see other relationships that will help you find this information?
- How can you put your data in graphic form?
- What occurs when . . . ?
- How would you change your procedures to get better?
- Does it make sense to . . . ?

4. ANALYZING—
exploring and understanding relationships

- Compare and contrast _____ to _____.
- What was important about . . . ?
- Which errors most affected your results?
- What were some sources of variability?
- How do your conclusions support your hypothesis?
- What prior research/formulas support your conclusions?
- How else could you account for . . . ?

5. EVALUATING—
justifying a stand or decision

- Predict what will happen to _____ as _____ is changed.
- Describe the events that might occur if . . .
- How can you tell if your answer is reasonable?
- What would happen to _____ if _____ (variable) were increased/decreased?
- How would repeated trials affect your data? How significant is this experiment/formula to the subject you're learning?
- What type of evidence is most compelling to you?
- Do you feel _____ experiment is ethical?

6. CREATING—
generating new ideas, products or points of view

- Design a lab to show . . .
- Design a scenario for . . .
- Pretend you are . . .
- Propose an alternative . . .
- Imagine what the world would be like if . . .
- Using a principle of (science or math), plan . . .
- Are your results biased?
- How else would you . . . ?

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3.13: Inquiry in Tutorial

Bloom's Levels of Thinking: English and Social Science

1. REMEMBERING— **recalling information** • What information is given? • What are you being asked to find? • Locate in the story where . . . • When did the event take place? • Point to the . . . • List the . . . • Name the . . . • Where did . . . ? • What is . . . ? • Who was/were . . . ?	**2. UNDERSTANDING—** **explaining ideas, concepts or information** • What are you being asked to find? • Explain the concept of . . . • Give me an example of . . . • Describe in your own words what _____ means. • Illustrate the part of the story that . . . • Make a map of . . . • This event led to . . . • Describe the scenario . . .	**3. APPLYING—** **using the information in a new situation** • What would happen to you if . . . ? • Can you see other relationships that will help you find this information? • Would you have done the same thing as . . . ? • What occurs when . . . ? • If you were there, would you . . . ? • How would you solve this problem in your life? • In the library (on the Web), find info about . . .
4. ANALYZING— **exploring and understanding relationships** • Compare and contrast _____ to _____. • What was important about . . . ? • What other ways could _____ be interpreted? • What things would you have used to . . . ? • What is the main idea of the story (event)? • What information supports your explanation? • What was the message in this piece (event) . . . ?	**5. EVALUATING—** **justifying a stand or decision** • How can you tell if your analysis is reasonable? • Would you recommend this _____ to a friend? Why? • What do you think will happen to _____ ? Why? • What significance is this event in the global perspective? • What is most compelling to you in this _____? Why? • Do you feel _____ is ethical? Why or why not? • Could this story have really happened? Why or why not?	**6. CREATING—** **generating new ideas, products, or points of view** • Design a _____ to show . . . • Predict what will happen to _____ as _____ is changed. • What would it be like to live ... ? • Write a new ending to the story (event). • Describe the events that might occur if . . . • Add something new on your own that was not in the story. • Pretend you are . . . • What would the world be like if . . . ?

Costa's and Bloom's Levels of Thinking: Comparison Chart

LEVEL	COSTA'S	BLOOM'S	VOCABULARY WORDS LEVELS OF THINKING		
Higher-Order Thinking Skills HOTS	(OUTPUT) **Applying Information:** Applying and evaluating actions, solutions and connections made in order to predict	**Creating:** ***Can the students:*** • Create/generate new ideas, products or points of view • Combine ideas/thoughts to develop an innovative idea, solution or way of thinking	Assemble Build Construct Create Design	Develop Devise Formulate Imagine Invent	Make Plan Produce Write
		Evaluating: ***Can the students:*** • Justify a stand or decision • Judge the value of an idea, item or technique by creating and applying standards/criteria	Appraise Argue Check Critique Defend Detect	Forecast Generalize Hypothesize If/Then Judge Predict	Select Speculate Support Test Valuate Value
	(PROCESSING) **Processing Information:** Making sense out of information; processing the information gathered by making connections and creating relationships	**Analyzing:** ***Can the students:*** • Distinguish between the different parts • Explore and understand relationships between the components/parts	Attribute Classify Compare Contrast Criticize Deconstruct Differentiate	Discriminate Distinguish Examine Experiment Explain why Infer	Integrate Organize Outline Question Sort Structure
		Applying: ***Can the students:*** • Use the information in a similar situation • Apply learned concepts, strategies, principles and theories in a new way	Carry out Choose Demonstrate Do Dramatize	Employ Execute Illustrate Implement Interpret	Operate Schedule Sketch Solve Using
Lower-Order Thinking Skills LOTS	(INPUT) **Gathering Information:** Identifying and recalling information	**Understanding:** ***Can the students:*** • Explain ideas or concepts • Understand information provided	Classify Complete Describe Discuss	Explain Identify Locate Paraphrase	Recognize Report Select Translate
		Remembering: ***Can the students:*** • Recall or remember the information • Recognize specific information	Define Duplicate List	Memorize Recall Repeat	Reproduce State

Adapted from Comparison by Andrew Churches at *http://edorigami.wikispaces.com* and *http://www.odu.edu/educ/rovbau/Bloom/blooms_taxonomy.html*

3.13: Inquiry in Tutorial

Vocabulary Concept Map

Word/Concept	Syllables	Part of Speech

Definition(s)	Word Connection/Meaning in Your World
Compares to (Synonym/Similar)	**Contrasts With (Antonym/Opposite)**
Forms of the WORD	**Graphic Representation (Picture/Symbol) of the WORD**

Example Sentence With the WORD

3.13: Inquiry in Tutorial

Vocabulary Concept Map

Word/Concept	Syllables	Part of Speech
justify	jus · ti · fy	verb

Definition(s)

1. To show something to be right
2. To uphold and defend as warranted or well grounded, give reason for
3. To declare as innocent, to acquit
4. To show a satisfactory reason or excuse for something

Word Connection/Meaning in Your World

As the mother of a toddler, I am constantly challenged to justify the decisions that I make. For example, just yesterday, I was explaining to my daughter why she is not allowed to watch television on school nights but instead can play with her toys, read books, color, sing, dance, scooter, etc.

Compares to (Synonym/Similar)

legitimize
clarify
rationalize
validate
verify
support
substantiate
argue for

Contrasts With (Antonym/Opposite)

indefensible
unjustifiable
unwarranted
unreasonable

Forms of the WORD

justifies
justification
justified
justifying
justificatory
justifiable
justifier
unjustifiable

Graphic Representation (Picture/Symbol) of the WORD

7 + 7 = 14

Example Sentence With the WORD

Ms. Perez asked her students to justify their math answer by drawing a picture to explain their thinking and solution.

3.14: Inquiry Activities

P.O.S.E.R.S. Photograph Analysis Strategy

Directions: This strategy is especially useful when analyzing primary source materials such as a photograph, piece of art or artifact. Use this form with one of the sources on the next page, or a source provided by your teacher, to record what you observe.

People: _____

Objects: _____

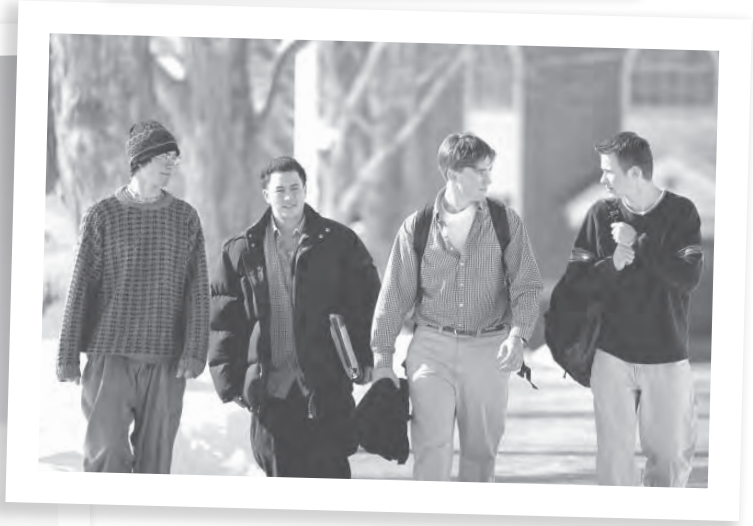
Setting: _____

Engagement (activities depicted): _____

Relationships: _____

Summary: _____

3.14: Inquiry Activities



3.14: Inquiry Activities

Pledge of Allegiance

Directions: Read the Pledge of Allegiance on page 2 of this handout, and then answer the following Level 1, 2 and 3 questions.

Level 1:

What does "allegiance" mean?

What two words describe the United States of America?

Write your own Level 1 question here:

Level 2:

How is the Pledge similar to the AVID student or tutor contract?

How does one demonstrate allegiance?

Write your own Level 2 question here:

Level 3:

Does everyone in America have liberty and justice? Explain.

How would the Pledge change if it were written for your AVID class?

Write your own Level 3 question here:

The Pledge of Allegiance

I pledge allegiance to the flag

of the United States of America,

and to the Republic for which it stands:

one nation under God, indivisible,

with liberty and justice for all.

3.14: Inquiry Activities

What's in a Cartoon?

Directions: Using the cartoon your teacher has provided or the one on the next page, write six questions (two for each level of Costa's Levels of Thinking) in the boxes below. Be sure to record your questions in random order on the chart (rather than starting with Level 1 and continuing to Levels 2 and 3). When done, exchange papers with a classmate and identify the levels of each other's questions.

Question	Level of Question (to be completed by partner)
1.	
2.	
3.	
4.	
5.	
6.	

3.14: Inquiry Activities

Name That Tune

Directions: Write six questions (two for each level of Costa's Levels of Thinking) based on the lyrics of a favorite song. Some songs that work well with this activity are: Lee Ann Womack– *"I Hope You Dance,"* Michael Jackson– *"Man in the Mirror"* and India Arie–*"A Beautiful Day."*

Song Lyrics (Use back of this page if more room is needed.)	**Questions**
	Level 1 Questions a. b.
	Level 2 Questions a. b.
	Level 3 Questions a. b.

3.14: Inquiry Activities

What Do Inquiring Minds Wanna Know?

To complete this inquiry process activity, students work collaboratively in groups of five or six with a tutor.

Directions

1. Distribute the assigned text (page 2) and have students read it silently while circling key words and underlining the main ideas.

2. Distribute index cards (one per student).

3. Assign the following roles to each group: one reader, two inquiring minds, an answerer and friends (remaining students).

4. Have the inquiring minds fold an index card in half vertically. They will use a verb from the "Three-Story House" (*Handout 3.13d*) to write a higher-level question based on the assigned text. The question should be written on the left side of the card.

5. The inquiring minds pass the index card to the answerer. The answerer then reads the question aloud to the group and provides the answer if he/she knows it. If the answerer does not know the answer, he/she can ask for help by "phoning" a friend(s).

6. The friend(s) help the answerer respond to the question.

7. Once the group decides on an answer, the answerer writes it on the right side of the index card (opposite the question).

8. All roles then shift one person to the left, and the process is repeated until the teacher calls time.

3.14: Inquiry Activities

Assigned Text: "I'm Different …"

By Terrance Young
Orange Glen High School, Escondido, CA
2007 Summer Institute Student Speaker
Used With Permission

I'M DIFFERENT. Plain and simple. I stick out everywhere I go like a sore thumb. Walking down the street, I look like a tree that decided it grew tired of living a stationary life; at school I tower over the entire student population, often finding myself better acquainted with the tops of various heads than the faces that they claim. I don't fall into the usual stereotypical view on African-Americans, I won't allow myself to be trapped in the cage forged in society that says that Negroes are good at sports, grunt work and nothing else; this is what truly sets me apart from my friends and peers.

It seems that in today's society where sitting around the television watching Monday Night Football has become the new male bonding ritual, and finding out who beat who during the Madness that is March, and every little boy in the ghetto looks to professional sports as a way "out tha hood" instead of doing well in school and earning acceptance into college to better their education; I set myself apart. I put school before everything; sports, friends, and culture all mean a great deal to me, but I know that the only thing that is going to help me to obtain a better life and help me to reach my goals is a good college education.

Often I find myself feeling like I don't belong anywhere in the world. I am viewed by other ethnicities as Black, but according to the Black community, I am too light to be considered a soldier in The Struggle. Most of the time I run away from the fact that I'm multi-racial. When asked, I describe myself as Black, I check the box for African-American, I submerge myself deeply into every aspect of Black culture in an attempt to erase the White part of my being completely, the part that doesn't allow me to fit perfectly into the structured boxes society has set up. I feel that as a result of feeling out of place in the world, I can understand and sympathize with other people who feel like they don't belong in their environment, those who too feel out of place in the world, whether they are homosexual, of a different religion, or of a different race. AVID has helped me to become more than just a better student; AVID has helped me find a place in society where I feel that I truly belong, a place where I can let my light shine and help others to realize their own strengths and embrace their weaknesses.

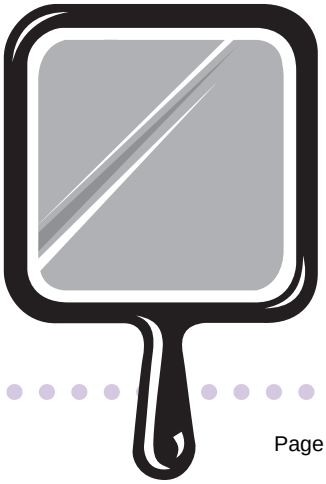
I also believe that one of the reasons that I am so focused on my schooling is that I have the benefit of four parents and have always been guided toward a better future by my parents constantly reminding me that with knowledge, I can do anything, be anything, and live my life the way I want to. I think that when I was growing up, with all of my parents, a hunger for learning was instilled in me. When I feel myself starting to fall, I picture my parents, past and present teachers pushing me to succeed; I picture those who doubt me and those who made me doubt myself and my abilities telling me that I wouldn't amount to anything; I remember the struggles of past AVID students: some forced to work in order to help support their families, dreaming of a better life; some living life in a dark haze, feeling alone and turning to education as a way out of the dark, and the triumphs they had, fighting against all odds to achieve something they were told they never could. This is what drives me; this is what inspires me to do the absolute best so that no one will ever doubt me again and make me feel like basketball is my only way "out tha hood."

3.14: Inquiry Activities

"I'm Different" Reflection

Use the words generated from Terrance Young's essay "I'm Different . . . " to connect your learning from the text:

- to yourself,
- to the real world and/or
- to previous learning/experiences.



3.14: Inquiry Activities

Moving On Up: Writing Higher-Level Questions

Directions: Complete the table below by writing Level 2 and 3 questions that correspond to each Level 1 question provided for the fairy tale "Cinderella." The first set has been completed for you as an example.

Level 1	Level 2	Level 3
1. What are the names of the three stepsisters?	1. Compare and contrast Cinderella to one of her stepsisters.	1. Justify the reasons Cinderella's stepsisters are so undesirable to the prince.
2. Who is the person that grants Cinderella her wish of attending the ball?		
3. What is Cinderella's coach made out of?		
4. What happens at midnight?		
5. Who finds Cinderella's glass slipper?		
6. After Cinderella and the prince married, how do they live?		
7. What is the slipper made of?		
8. What changes happen as a result of the fairy godmother's magic?		
9. How does Cinderella get her name?		
10. Describe the ball at the palace.		

3.14: Inquiry Activities

More Higher-Level Questions

Level 1	Level 2	Level 3

Extension Activities

1. Students may answer these questions by having a text-based discussion, if you provide them with the fairy tale.
2. Have students repeat this activity with a different fairy tale, subject, novel or content area material.
3. Have students generate three Level 1 questions, three Level 2 questions and three Level 3 questions and fill in questions for the corresponding levels.
4. Use this activity to have students generate questions with content-level material to prepare for a test.
5. Refer to this activity when students bring lower-level questions during tutorials.

3.14: Inquiry Activities

Levels of the Inquiry Process

The inquiry process provides students with the opportunity to become independent thinkers who master their own learning through the practice of asking and responding to higher-level questions. This inquiry process happens during Steps 5 and 6 of the tutorial. The questioning process for each student presenter should begin with Level 1 questions to create a foundation to prior knowledge, transition to Level 2 questions to make connections with the information gathered, and conclude with Level 3 questions to apply the new knowledge. See sample questions below.

	Inquiry Level	Sample Questions (Group Members/Tutors)
Level 1	**Gather and recall information** (gathering/input) Ask Level 1 questions to identify what student knows about the question and to help him/her connect to prior knowledge.	• What do you know about your question? • What does _____ mean? • What did you record in your class notes about the lecture? • What does it say in the text about this topic? • What is the formula or mnemonic device (e.g., P-E-M-D-A-S) that will help you identify the steps needed to solve the question?
Level 2	**Make sense out of information gathered** (processing) Ask Level 2 questions to help student process the information gathered, make connections and create relationships.	• Can you break down the question into smaller parts? What would the parts be? • How can you organize the information? • What can you infer from what you read? • Can you find a question similar to this in the textbook to use as an example? • What is the relationship between _____ and _____?
Level 3	**Apply and evaluate actions/ solutions** (applying/output) Ask Level 3 questions to help student apply the knowledge acquired and the connections he/she has made to predict, judge, hypothesize or evaluate.	• How do you know the answer/solution is correct? • How could you check your answer? • Is there more than one way to solve the problem? • Could there be other correct answers? • Can you make a model of a new/different way to share the information? • How do you interpret the message of the text? • Is there a real-life situation where this can be applied or used? • Can you explain it in a different way? • Could this method of solving this question work for other questions?

Inquiry Learning Process

Steps 1–3:
30-Second Speech

1
Identifying the Point of Confusion.
What is your question?

2
What do they know?
What can you tell me about it?

3
Clarify Understanding.
What does _____ mean?

Steps 4 & 5:
Group members push the thinking of the student presenter.

4
Key Comprehension Questions:
What have you already tried?
What is the relationship of ____ and ____ ?
Is there another way to look at it?
How would you graphically illustrate your process?
Where can you go for more information?

5

Clearly Understands
What would happen if you changed ____?

More Inquiry
What have we overlooked?

Confused??
What questions do you still have?

What would happen if you changed ____?

What have we overlooked?

What would happen if you changed ____?

6
Check for Understanding:
How would you teach this to a friend?

7
Reflect...
What did you learn?

Steps 6 & 7:
Student presenter checks his/her understanding and reinforces his/her learning.

3.14: Inquiry Activities

Questions for Socratic Dialogue

Directions: Tutorial participants should utilize these critical thinking questions to seek clarification and probe for purpose, assumptions, information, perspectives, implications, questions, concepts and inferences during the tutorial process.

Questions for Clarification

- What do you mean by…?
- What is your main point?
- How does _____ relate to _____?
- Could you put that another way?
- What do you think is the main issue here?
- Is your basic point _____ or _____?
- Could you give me an example?
- Could you explain that further?
- Would you say more about that?
- Why do you say that?
- How does this relate to our discussion/problem/issue?
- What do you think John meant by his remark? What did you take John to mean?
- Jane, would you summarize in your own words what Richard has said? Richard, is that what you meant?

Questions That Probe Purpose

- What is the purpose of _____?
- What was your purpose when you said _____?
- How do the purposes of these two people vary?
- How do the purposes of these two groups vary?
- What is the purpose of the main character in this story?
- How did the purpose of this character change during the story?
- Was this purpose justifiable?
- What is the purpose of addressing this question at this time?

Questions That Probe Assumptions

- What are you assuming?
- What is Karen assuming?
- What could we assume instead?
- You seem to be assuming _____. Do I understand you correctly?
- All of your reasoning depends on the idea that _____. Why have you based your reasoning on _____ rather than _____?
- You seem to be assuming _____. How would you justify taking this for granted?
- Is it always the case? Why do you think the assumption holds here?

Questions That Probe Information, Reasons, Evidence and Causes

- What would be an example?
- How do you know?
- What are your reasons for saying that?
- Why did you say that?
- What other information do we need to know before we can address this question?
- Why do you think that is true?
- Could you explain your reasons to us?
- What led you to that belief?
- Is this good evidence for believing that?
- Do you have any evidence to support your assertion?
- Are those reasons adequate?
- How does that information apply to this?
- Is there reason to doubt that evidence?
- What difference does that make?
- Who is in a position to know if that is the case?
- What would convince you otherwise?
- What would you say to someone who said _____?
- What accounts for _____?
- What do you think is the cause?
- How did this come about?
- By what reasoning did you come to that conclusion?
- How could we go about finding out whether that is true?
- Can someone else give evidence to support that response?

Questions About Viewpoints or Perspectives

- You seem to be approaching this issue from _____ perspective. Why have you chosen this rather than that perspective?
- How would other groups/types of people respond? Why? What would influence them?
- How could you answer the objection that _____ would make?
- Can/did anyone see this another way?
- What would someone who disagrees say?
- What is an alternative?
- How are Ken's and Maria's ideas alike? Different?

Questions That Probe Implications and Consequences

- What are you implying by that?
- When you say _____, are you implying _____?
- But if that happened, what else would also happen as a result? Why?
- What effect would that have?

- Would that necessarily happen or only probably happen?
- What is an alternative?
- If this and this are the case, then what else must be true?

Questions About the Question

- How can we find out?
- Is this the same issue as _____?
- How could someone settle this question?
- Can we break this question down at all?
- Is the question clear? Do we understand it?
- Is this question easy or difficult to answer? Why?
- What does this question assume?
- Would _____ put the question differently?
- Why is this question important?
- Does this question ask us to evaluate something?
- Do we need facts to answer this?
- Do we all agree that this is the question?
- To answer this question, what other questions would we have to answer first?

Questions That Probe Concepts

- What is the main idea we are dealing with?
- Why/how is this idea important?
- Do these two ideas conflict? If so, how?
- What was the main idea guiding the thinking of the character in this story?
- How is this idea guiding our thinking as we try to reason through this issue? Is this idea causing us problems?
- What main theories do we need to consider in figuring out _____?
- What main distinctions should we draw in reasoning through this problem?
- What idea is this author using in her or his thinking? Is there a problem with it?

Questions That Probe Inferences and Interpretations

- What conclusions are we coming to about _____?
- On what information are we basing this conclusion?
- Is there a more logical inference we might make in this situation?
- How are you interpreting her behavior? Is there another possible interpretation?
- What do you think of _____?
- How did you reach that conclusion?
- Given all the facts, what is the best possible conclusion?
- How shall we interpret these data?

3.15: Tutorial Process: Step 6

Step 6: Checking for Understanding

Group members/tutors check the student presenter's understanding as the student presenter reviews the work and articulates the steps/processes used to clarify the point of confusion.

Directions: Check all statements that apply to your AVID class.

What systems are in place to check for understanding and ensure that students gain clarification around their point of confusion?

- ☐ Student presenter explains to the group the solution and his/her understanding of the point of confusion question.
- ☐ Group members/tutor check student's understanding of the question by asking clarifying questions.
- ☐ Group members collaborate to generate a list of steps necessary to solve the question and connect the steps/process to the work done at the board.
- ☐ Student completes a similar question using the steps/process identified in the point of confusion question.

3.15: Tutorial Process: Step 6

Reflective Learning Log: Step 6: Get It … Got It … Good

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 6.

Questions	Reflections	Next Steps
1. How do you check to make sure students understand the process used to arrive at the solution to each question presented during the tutorial?		
2. What are some strategies that you have used during tutorials to check for student understanding?		

3.16: Tutorial Process: Step 7

Step 7: Repeating the Inquiry Process for All

The critical thinking process in Steps 5 and 6 is repeated for as many group members as time allows.

Directions: Check all statements that apply to your AVID class.

What systems are in place to maximize the tutorial time to make sure all students present?

- ☐ Have tutor take three-column notes for the student presenter.
- ☐ If tutor is not available, have a group member take three-column notes for the student presenter.
- ☐ Increase time on task by holding students accountable for taking notes, asking questions and staying on topic.
- ☐ Create a protocol for transitions between presenters to ensure that no time is wasted.

If there is extra time, how is the additional time spent?

- ☐ Complete similar questions from textbooks or class Cornell notes.
- ☐ Review incorrect answers from homework, tests and quizzes.
- ☐ Work collaboratively to solve test released questions from district benchmarks, state tests and PSAT®/ PLAN®/SAT®/ACT® prep problems.
- ☐ Reflect on learning and share out in tutorial groups.
- ☐ Debrief the collaborative learning process with group.

3.16: Tutorial Process: Step 7

Reflective Learning Log: Step 7: How Do You Keep It All Going?

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 7.

Questions	Reflections	Next Steps
1. After the first student presenter has finished, what is the process for selecting the next one?		
2. What happens if some students do not get to present their questions during the tutorial?		

3.17: More Tutorial Essentials

Tutorial Scenarios

Directions: Read the following tutorial scenarios and write your response to each situation. Use the tutorial strategies (*Handout 3.17c*) as a guide to assist you with your responses.

1. All the students in your tutorial group today have Algebra II questions, a subject you are not strong in. Knowing it is your job to assist students in the tutorial process and provide support in solving academic questions, how do you effectively coach this tutorial session?

2. As you are facilitating your tutorial group, you realize that all of your students failed their last chemistry test. What can you do to support the students in this and future tutorials—as well as in the AVID class—to help them improve their academic performance in chemistry?

3. While conducting tutorials, you notice that when a student is presenting a question, some group members are easily distracted and get off-task. What do you do to help these students refocus?

3.17: More Tutorial Essentials

4. You notice that group members are asking few higher-level questions of the student presenter. Knowing how important effective questions are to the critical thinking process, what do you do as a tutor to improve this inquiry process?

5. You notice that when students present math and science questions, they often have a difficult time checking their answer or explaining the process. What strategies do you use to check for understanding and to review new learning with students?

6. While checking your Facebook account one night, you notice a friendly message from a student in your AVID class. The student asks for a reply and for your phone number. What do you do?

4.2: Tutorial Process: Step 8

Step 8: Reflecting on Learning

Students complete a written reflection on the learning that occurred while clarifying the point of confusion.

Directions: Check all statements that apply to your AVID class.

What areas do your students reflect on at the end of the tutorial?

- ☐ The learning about the point of confusion
- ☐ What assisted them in gaining a greater understanding about the point of confusion
- ☐ On the student presenters' "ah ha" (!) moment
- ☐ The importance of the learning and how it connects to previous learning, self or the world
- ☐ Aspects that were meaningful about the session

What are other ways to reflect on the learning that occurred during the tutorial?

- ☐ Use the "30-Second Reflect and Connect" *(Handout 4.3a)*
- ☐ Reflect verbally on the group member's learning around each student presenter's point of confusion
- ☐ Use the "Reflective Learning Log" *(Handout 4.3c)* to create a visual representation that teaches the concept to another student

Important note: If a student does not complete the TRF pre-work or does not present his/her question, he/she should reflect on the learning from another group member's point of confusion.

4.2: Tutorial Process: Step 8

Reflective Learning Log: Step 8: Checking Your Checking

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 8.

Questions	Reflections	Next Steps
1. Research indicates that reflection is a necessary part of the class. What does the reflection process look like in your class?		
2. How can you ensure that students receive ample time to reflect after the tutorial?		

4.4: Tutorial Process: Step 9

Step 9: Providing and Receiving Tutorial Feedback

Students turn in their Tutorial Request Forms to teacher/tutor for grading and feedback.

Directions: Check all statements that apply to your AVID class.

How do students receive/use quality feedback for improvement?

- ☐ Students turn in Tutorial Request Form (TRF) with completed reflection to teacher/tutor in a specified location to be graded.
- ☐ Students keep the three-column notes in the academic area of their binder to use as a learning tool.
- ☐ Tutorial Request Forms are graded by teacher or tutor. Grading should be consistent with district policies. Teachers should review graded tutorials.
- ☐ Teachers/tutors provide feedback to each student regarding completion of form, participation in the tutorial and quality of work.
- ☐ Students use their Tutorial Request Forms and Cornell notes as resources for academic classes and to study for upcoming tests.

4.4: Tutorial Process: Step 9

Reflective Learning Log: Step 9: It's Almost Curtains

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 9.

Questions	Reflections	Next Steps
1. Describe the process that occurs after students turn in their TRF for grading and feedback.		
2. What are the policies and procedures for having tutors pre-grade student work?		

4.5: Tutorial Process: Step 10

Step 10: Debriefing the Learning

Teacher/tutors/students debrief the tutorial process. Students verify their learning in their academic classes.

Directions: Check all statements that apply to your AVID class.

In what ways does your tutorial team debrief to refine and improve tutorials?

- ☐ Teacher and tutor debrief the tutorial process with students monthly.
- ☐ Tutor communicates with teacher about student concerns and issues.
- ☐ Teacher debriefs with tutors/students to identify areas of strength and improvement, using observation/debriefing tools.
- ☐ AVID Site Coordinator/Site Tutor Trainer supports the refinement of tutorials.
- ☐ Walkthroughs are conducted by members of the tutorial team for the purpose of providing objective feedback to the Elective teacher, tutors and students.
- ☐ The "AVID Tutorial Observation and Feedback Tool," "Tutorial Self-Assessment Tips," and the Video Comparison Activity are used by the Elective teacher to reflect upon their current tutorial status/practices and to set goals for improvement.

4.5: Tutorial Process: Step 10

Reflective Learning Log: Step 10: Maximizing Tutorial Time

Directions: Review the information on the previous page, and then reflect on the step and/or your own experiences as you answer the following questions. Create next steps for successful implementation of Step 10.

Questions	Reflections	Next Steps
1. Identify strategies students are using that show they are increasing their performance in their academic classes.		
2. How are sudents debriefing the tutorial process on a regular basis?		

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4.7: Coaching the Tutor

Tutor Reflection

Directions: Reflect on the following questions, and then record your responses.

Questions	Reflective Response
1. How are students' Cornell notes and reference materials used during the tutorial session?	
2. Identify three ways to check the students' understanding of the point of confusion.	
3. List and explain three strategies used in your AVID class to keep students engaged throughout the tutorial process.	
4. How do you support students who struggle with the written reflection?	
5. How do you provide input on the tutorial process to ensure that your tutorial groups are working collaboratively, effectively and efficiently?	